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## **INNOVATIVE APPROACHES TO THE PROCESS OF TEACHING A FOREIGN LANGUAGE TO CRIMINAL INVESTIGATORS IN THE FIELD OF INTERNATIONAL LAW ENFORCEMENT**

*This article is an overview of a new paradigm that has been widely introduced as an innovative concept and a technological mode in teaching foreign languages to criminal investigators in law enforcement at the international level. The aim of the research is to examine modern communicative models in teaching foreign languages in order to facilitate traditional and classical techniques to be integrated into the area of techno systems of the learning process for criminal investigators. The author draws our attention to cognitive development and artificial mind that are able to synthesize at the levels of constructive thinking, legal judging and reasonable arguing in a foreign language.*

Over the past decades within the framework of the universally recognized principles of international law and the sovereign equality of States, their territorial integrity and political independence embodied in the Charter of the United Nations, the heads of law enforcement agencies of the Russian Federation have incredibly concerned about the increasing menace posed by a conglomerate of international criminal groups.

Intensifying efforts of international cooperation of law enforcement agencies in countering the merger of international criminal communities defines the responsibility of States and their competent authorities in counteracting criminal acts in the field of international crimes [1]. Hence, the Agreement on criminal investigation and law enforcement cooperation was ratified in 2017 which has no analogues in Treaty practice in Russia that creates the legal basis for the participation of representatives of the competent authorities of the Russian Federation in the proceedings and (or) operational investigative measures in the territory of a foreign state in a joint investigative team [2].

A special role in international cooperation belongs to criminal investigators in law enforcement who associate with sovereign States at the intergovernmental level according to the interstate treaties and agreements written in foreign languages. International cooperation between criminal investigation and law enforcement agencies in preventing international crimes provides for the continuous participation of their officers in increasing activities at the international legal level. It also ensures international legal mechanisms in implementing international regulations that require competent and hands-on knowledge of foreign languages.

Contemporary realities in operational-search and investigative activities abroad solving transnational crimes form a request for personnel with a sufficiently high level of foreign language proficiency. Therefore, their language training is important for criminal investigators in law enforcement in counteracting international crime communities. A foreign legal language for such officers in the framework of international cooperation is characterized by the particularities of linguistic units. The use of a legal foreign language in investigative activities at the international level implies a psycholinguistic process aimed for a use of cognitive skills in analyzing the specific text of resolutions, conventions, agreements, etc.

At a certain point language training programs for criminal investigators in law enforcement at the international level is focused on practicing communication strategies including situational speaking and spontaneous interaction in a foreign language. Such strategies develop the ability to generalize operational information in a foreign language; to explain the given examples from situational cases, using legal lexical and grammatical clichés in speech, i.e. standard samples of phrases and syntactic constructions, as well as general models of speech behavior in specific situations.

It is also worth noting that language acquisition is perceived through information processing with the use of the encyclopedic knowledge applied for special staff of international investigative bodies in law enforcement. Evasive, fluent, vague and lofty phrases as well as discretionary formulations and statements, unreasonable figures of speech containing imagery and emotional coloring of the text content, dogmatic judgments are not acceptable to the legal text. Legal language is quite complicated or full of polysyllabic terms.

It is also important to underscore the models of communication strategies in the process of a foreign language teaching based on the pragmatic effect of legal terminology to the international criminal investigators in law enforcement:

1. *The discussion model* of communication strategies evaluates the listener's initiative in choosing situational cases in a monologue or a dialogue. This mental action facilitates to develop the cognitive components of the learning process using specific features of legal English such as brainstorming to generate ideas, reasonable solutions to problems, arguments and opinions, word-forming structures, legal terms, archaisms, formal, binomial or multinomial expressions, complex prepositions, multi-word phrases, shared legal terminology, Latin-based terms, etc.

2. *The generalization model* is used to develop the ability for interpreting the objectivity of statements, scientific commentaries on the laws, doctrinal legal texts mostly applied in academic speech, scientific report, review or communication, etc.

3. *The model for overcoming the language barrier* allows students to develop a monologue in rhetoric through various styles of verbal communication in judicial prosecutorial, lawyer speech, etc. [2].

Technical law terms usage in a foreign language allows to analyze foreign documentation in law enforcement practice at the international level. International interaction with criminal investigative bodies encourages special staff to train and deepen their proficient language skills. The principles of international cooperation on issues relating to international law within the legal framework on the obligations of States in criminal justice and rendering legal assistance have been commonly used in an intensive foreign language course. The norms of a foreign legal language allow criminal investigators in law enforcement to apply their knowledge of a foreign language in a fundamental way when reading international treaties, conventions and agreements in accordance with foreign legislation.

It should be noted that a comprehensive knowledge of a foreign language allows criminal investigators to clearly state the circumstances of the criminal case at the international level, to refer to evidence and statutory wording, governed by international conventions and to analyze information in a foreign language in providing other countries with legal services or assistance to another state. The language training of such officers is considered to be exclusive and the specificity of teaching a professional foreign language in international criminal law is determined by the structure of legal thinking through the linguistic features of legal texts in a foreign language. In this case there has risen a need to implement innovative methods in teaching criminal investigators aimed at searching internationally wanted fugitives or solving criminal cases under the agreement based on international law and the relevant resolutions issued in United Nations bodies.

Modern educational process of training international criminal investigators in law enforcement is complicated enough and it keeps up with new technological approaches to effective learning that includes a number of competences such as:

- analyzing the main regularities in legal process;
- performing professional tasking;
- tolerant perception of social, cultural and confessional differences in today's society;
- preventing and constructive solving conflict situations in professional activity;
- developing logical and constructive thinking;
- using proficiently legal terminology;
- professional competence in practicing law, etc.

It's evident that a traditional approach to the leaning process of criminal investigators has been lightly upgraded and even substituted by the innovative and technologically sophisticated forms of teaching foreign languages. Digital methods are gradually bridging gaps between most sciences as well as in law too. So, innovative models in teaching criminal investigators to foreign languages are becoming involved to new concepts and domains in legal discourse. Over the last years the linguistic

training of criminal investigators has achieved some digital perspectives on advancing their professional potential in solving international legal issues.

The concept «innovation» was firstly examined by French sociologist G. Tarde in 1890. He considered it as individual particularities, a personal originality or even an initiative. This idea had been also used in scientific works by Austrian economist Joseph A. Schumpeter in the beginning of the 20<sup>th</sup> century after his research on «innovative combinations» in economic development. American communication theorist E. Rogers widely studied innovations and their diffusion in communicative process and cognitive knowledge. Most scientists have been interested in new trends of innovative methods of teaching foreign languages. An innovative approach to teaching foreign languages highly requires a value-oriented methodology that defines high priorities. Dynamic possibilities of digital systems have vastly revealed new frontiers in learning law in a foreign language. The problems of theoretic and legal coverage of Intellectual Technologies in Law are deeply studied by the following researchers I. Bachilo, V. Elin, F. Zharova, N. Kovaleva, and etc.

To make the learning process more effective, it is necessary to turn to the international method «*design or constructive thinking*» [4] that means the development of individual constructive thinking and cognitive abilities. Such method encourages international investigation learners to adapt to current circumstances and realities. Constructive thinking also suggests to be involved into the training criminal investigators for cognitive designing, empathic emotions in self-developing and self-learning along with artificial technology and intelligence. Design thinking method comprises four components: analytical-symbolic, synthetic-symbolic, analytical-factual and synthetic-factual [5].

This method is based on the collection of information and epistemic aspects (reasonable belief), the ability to engage in a dialogue, to explain and give arguments, to predict and describe scientific phenomena and facts, to analyze and understand law concepts and declarative knowledge. The act of designing constructive thinking functions along with «the principle of constructiveness» [6] which is aimed at improving legal reality and increasing the significance of law enforcement activity. This method also allows specific learners to develop legal awareness and form a deep understanding of legal norms. When using the «design-thinking» method criminal investigators need to enhance their professionalism in international law focusing on scientific and empirical facts. They also develop critical thinking and logical arguments for making decisions in solving situational and complex problems, non-standard legal judgments from the point of moral ethics, legal culture and axiological orientation.

It's also worth emphasizing that the process of training criminal investigators in learning foreign languages requires their serious attitude to the legal worldview, reasonableness and comprehension of legal realities. The «*case-based*

*legal reasoning*» method [7] is concentrated on a cognitive model of the constructive learning process. This approach helps criminal investigators anticipate and interpret situational experience and find ways to solve legal cases on the base of their valuable experience and vast knowledge. One of the particularities of the method is to reconstruct the legal situation using persuasive tactics when considering a particular case. The empirical component of this case-based legal reasoning approach consists of practical reasoning and the reasonableness of legal arguments and judgments that ensure the hypothetic lawfulness of statements. In the process of forming legal reasoning the learners base their arguments on the current precedent which helps to elicit the similar new criminal case and make some analogy comparing it with the previous one similar in content. The methodology of this method is based on learning and reasoning along with similar interpretation of the legal case, on evaluative argumentation and justification of alternative solutions.

The training criminal investigation officers is also intended for a use of a «*positive-value*» method preparing a new type of lawyers with positive value thinking [8]. A «*positive-value*» method is based on the technology «T-shaped lawyer competency» and on a paradigm of profound interdisciplinary knowledge. This method involves the development of critical perception and comprehension of legal practice using interdisciplinary theoretical and practical concepts. A «*positive-value*» lawyer's technology is designed for the advancement of communicative skills for holding discussion modeled upon a «round table» in the classroom activity.

To sum up, the professional competence of criminal investigators in law enforcement at the global level is suggested to be based on cognitive, moral, ethical and axiological values. However, innovative technological models are not easily integrated into the definition as legal consciousness and a sense of empathy, emotionality and sensitivity appropriate to a human being that are not typical to artificially technological process. Both sophisticated techno-system and a human being have the ability to think in an interactive sense but investigation officers tend to think in various ways in situational cases and intuitively make urgent decisions. Artificial technologies are highly advanced, whose components contribute to the development of legal thinking. They also promote to examine law judgments more deeply, apply assessment techniques in law at the global level and interpret a set of legal norms more broadly according to the principles of criminal justice.

Innovative technologies have a pragmatic potential for self-development of criminal investigators solving international crimes. They also systematize the functional aspects of legal thinking and reveal the extraordinary abilities of a keen mind. In any case the process of teaching criminal investigators to foreign languages needs to adequately balance between technologically introduced innovations and the classical school providing academic knowledge.

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### **Инновационные подходы к процессу обучения иностранному языку следователей по уголовным делам в сфере международного правопорядка**

В последние годы на научных дискуссионных площадках происходит обмен профессиональными мнениями и ценным опытом об инновационном дискурсе в процессе обучения иностранному языку. Эксклюзивность образовательного процесса, основанного на изучении иностранных языков, заключается в использовании мировых, порой нестандартных, методик и новых цифровых технологий. Всегда важно понять, какие аксиологические ориентиры предполагаются для образовательной парадигмы, направленной на развитие мышления. Обучение иностранному языку оперативных работников и следователей, сотрудничающих с международным правосудием, концентрируется на семантических особенностях концептов и лексических терминов в юридическом языке при построении коммуникативной деятельности. Вариативность

стилистических приемов и лингвистических единиц юридического текста помогает такой категории обучающихся интерпретировать события и факты правоприменительной деятельности на иностранном языке. Применение коммуникативных моделей и новых методических технологий в корреляции с цифровым форматом расширяет возможности для развития инновационных подходов к высказываниям и анализу суждений юридического характера на иностранном языке. Обучение сотрудников иностранному языку в области международного расследования характеризуется особенными коммуникативными тактиками в говорении, рассуждении и интерпретации оперативной информации, наполненной четкими юридическими дефинициями и клише.